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ABSTRACT

Pertinent information concerning the prospects that are available in substitute teaching is presented. The first section deals with the factors contributing to the problem areas within on-call substitute teaching programs. The second section studies possible changes within these problem areas. In each of these sections, the roles and attitudes of students, substitute teachers, regular classroom teachers, and administrators are examined. In the third section, possible alternate approaches to the problems involved in substitute teaching are addressed. An annotated bibliography of writings in all of these areas comprises a major part of the study. (JD)

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SUBSTITUTE TEACHING:

PROBLEMS AND PROSPECTS

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INTRODUCTION

> A substitute is a little like a tourist forever traveling on his own to foreign countries whose customs, language, and medium of exchange are strange to him and whose experience is a series of quick impressions to be absorbed and then as quickly released to make way for new ones. (Hayes:271)

Everyday thousands of such substitute teachers have been employed in school systems throughout the country. Some basic statistics showed that this situation has not been a trivial one. Substitutes have taught approximately 5-6 percent of the total teacher days, or stated differently students nationwide had substitute teachers about 10 times each year. (Freedman:95) Many recent studies have also revealed a dramatic increase in teacher absenteeism.

As the number of teacher absences has continued to rise, so has the financial burden of paying for the substitutes. A study in New York State set salaries for substitutes at around 2.5 percent of the total teaching budget and in New York City alone 9 percent of the school budget went to set salaries for substitute teachers. (Teacher Absenteeism in New York City and the Cost-Effectiveness of Substitute Teachers:12) Millions of dollars have been spent in a program whose cost effectiveness ratio has been proven unsatisfactory.

In many schools, substitutes have not been viewed as teachers at all, but as subjects of jokes and stories. A major study by the Metropolitan School Study Council has shown substitutes to be the most ineffective teachers of all, even when compared with student teachers and teacher aides. (Olson:5) This suggested that under the present on-call substitute teacher system there was a cutback in student achievement when regular

classroom teachers were absent. (Teacher Attendance Patterns. Technical Report No. 7 of a Study of School Calendars:7)

Although these problems have existed, the professional development of the substitute teacher and the problems of the on-call substitute teaching program have not been the topics of vital concern to researchers and educators. Although thousands of people have undertaken substitute teaching every week, it has been given little attention in the past because of its relative "unimportance" in the light of the problems of the regular full time classroom teacher Any approach to this problem has, to a great extent, been forced to be subjective. (Grieder:98) The subjective nature of the material available to be investigated has been a limitation upon this research project.

STATEMENT OF THE PROBLEM

There are many factors--students, substitute teachers, regular classroom teachers, and administrators--within the on-call substitute teaching program which have contributed to the problems and ineffectiveness of the substitute teacher within the classroom. These factors have served as a basis for the organization of this study in the problems and prospects of the substitute teaching program

PURPOSE OF THE STUDY

A vacuum has existed in research in the field of substitute teaching (Jentzen and Vockell:88); however, teachers and administrators cannot wait to act constructively until this vacuum has been filled. The purpose of this study was to make available to teachers and administrators pertinent information concerning the prospects that are available in substitute

teaching. By analysis, clarifying and improvision upon such material, individual school systems could significantly upgrade their own use of substitute teachers.

ORGANIZATION OF THE STUDY

The first section of this study has dealt with the factors contributing to the problem areas within the on-call substitute teaching program. Such factors included the students, substitute teachers, regular classroom teachers and the administration.

In the second section, prospective changes within the problem areas in the on-call substitute teaching program were studied. These areas again included the students, substitute teachers, regular classroom teachers and the administration.

The third section presented prospective alternative approaches to the on-call substitute teaching program. The annotated entries within each section were alphabetized by author or title. These sub-sections were used to help in the organization of the material; however, there was some overlapping between areas because as with most problems and solutions, more than one person or factor were involved.

DEFINITION OF TERMS

Full time or permanent substitute refers to a teacher who is permanently employed to substitute for regular classroom teachers within a school system. (Jones:102)

Internal substitute refers to a permanently employed classroom teacher who substitutes for another classroom teacher on the same teaching staff. (Holdaway and Bentham:24)

On-call substitute refers to a teacher, not permanently employed, who substitutes for regular classroom teachers. (Holdaway and Bentham:24)

On-call substitute teaching program refers to a system which utilizes on-call substitute teachers. (Holdaway and Bentham:24)

ANNOTATIONS

FACTORS CONTRIBUTING TO THE PROBLEM AREAS WITHIN THE ON-CALL SUBSTITUTE TEACHING SYSTEM

Students

Dahlin, Jeanne, The Substitute Adventure, Educational Resources Information Center, ED 187 705, 1980.

Dahlin in this paper suggested ways to help the substitute teacher successfully cope with the problems that arise in the classroom and the "games" students commonly play with substitutes. Dahlin listed such games as Amnesia. This has been a popular game in which as the teacher called the roll either no one would answer or there would be three or four "Wilfred Wheatons" in the class. Slip Out has been another game students play. If the room has more than one exit, the class has demonstrated the scientific principle that the teacher can only be in one place at a time. Dispensation has been a game that has given the substitute a false feeling of power. Students have politely asked for permission through legitimate requests to leave the room. Many students, however, have never returned. Another game students have played was Alien. Students often have tried to make the substitute feel like an outsider. Besides listing "games" students have played, Dahlin provided information on how to counteract their games and how to apply the permanent teacher's lesson plan.

Fleisher, Paul, "The Fun Subs Have," Today's Education 65:30-31, November-December, 1976.

Fleisher presented a study of substitute teaching experiences with an emphasis on the phrase "the fun subs have" used in a saracastic manner. He thoroughly described the behavior of students in a substitute teacher's classroom. Fleisher maintained that there was no doubt that students try to take advantage of substitute teachers--nor that they frequently have succeeded. There seemed to be a game of seeing how much they could get away with, and how much anger, outrage, or embarrassment they could elicit from the substitute. Fleisher stated that students have treated substitutes to a seemingly endless parade of attention-seeking behaviors. Fleisher did not attempt to explain the reasons for such behavior, but simply presented it as a component of a substitute teacher's classroom.

Grutzmacher, Marge, "Ups and Downs of a Sub!" Instructor 85:32, January, 1976.

Grutzmacher, an experienced substitute teacher, described in this article several of her substitute teaching adventures. She maintained that the ideas she had used and the classroom situations she had encountered had implications for other substitute teachers. She stated that some students were mistrustful, frightened and wary of her as a substitute. It was necessary for her to let the children know that she sympathized with them. Other children became very alarmed at any deviation from the normal school pattern (even if they daydreamed through it) and she found that still others were just suspicious and didn't trust strangers. Grutzmacher related this type of finding, but left it open for the reader to draw his/her own inferences. Material from this article has been quoted in many other journal articles on the subject of substitute teaching.

Hayes, Mary Jane, "Stranger in the Classroom," Phi Delta Kappan 57:270-272, December, 1975.

Hayes presented a study of the pros and cons of substitute teaching at the elementary level. In detail she explained her experiences in the substitute teaching field, describing the students' and substitute teachers' problems and reactions. She stated that students regardless of age have reacted with uncertainties when a stranger has entered their room and in the lower grades they have often been unsure and frightened of the "stranger in the classroom." Younger children usually have stronger attachements to their teachers and so have reacted more intensely than older students to the separation from their teachers and the presence of a substitute. Hayes stressed that this emotional reaction has been the basis for many of the problems within the classroom when a substitute has been present. She believed that this was one of the penalities of substitute teaching and yet when it was overcome provided one of the rewards.

Pavlich, Vita and Rosenast, Eleanor, Survival Kit for Substitutes, Citation Press, New York, 1974.

This book was written as a source for ideas and activities for substitute teachers on the elementary level. Before the presentation of activities, Pavlich and Rosenast commented on children and their reactions to substitute teachers. They believed that substitutes' frustrating classroom experiences have revealed how children have felt about school restrictions and the adults who have imposed them. Because of his/her temporary status, a substitute has often been seen as the perfect scapegoat for these feelings. When a substitute appeared, the children saw the day as a break in their regular schedule. Pavlich and Rosenast stated that the key to survival in substitute teaching was to take advantage of these feelings and provide activities that would be a break in the day-to-day routine. This book has provided some excellent activities to break up that "Day-to-day routine."

Substitute Teachers

Carr, William, "Substitute Teachers in the Public Schools," NEA Research Bulletin 23:1-55, February, 1955.

Carr summarized his report by stating that the little research available indicated that the day-to-day substitutes have been the forgotten men and women of the teaching profession. Often, neither the substitute nor the school official knew who was going to teach what subject until the morning of the day the substitute was needed. Coordinating specific teaching backgrounds and skills was often left to chance--the job went to whoever happened to be available. This haphazard manner of scheduling assignments prevented the substitute from becoming an integral part of professional activities and the instructional program. Being required to teach too wide of a range of subjects and grade levels has made substitutes ineffective teachers and often thought of as baby sitters who have a poor image in the eyes of the public, their peers and the pupils.

Esposito, Frank, "Improving the Role of Substitute Teachers," NASSP Bulletin 59:47-50, December, 1975.

Esposito commented on the problems and conditions under which substitutes must work. In his study Esposito found that the substitute usually was allowed no meaningful role other than "baby sitter." This forced substitutes to give either busywork assigned by the regular teacher or a "study period." The result was the development of negative student attitutes toward the substitutes. The students began to expect these free periods and thus turned off any substitute who really tried to teach a lesson. Furthermore, Esposito stated that in some schools administrators offered little or no support when discipline problems arose. Unruly students who had been referred to the office by the substitute were sent back to class during the same period without a reprimand. Part of the problem, Esposito contended, stemmed from the substitutes themselves. Some were inadequately trained in educational techniques, while others could not qualify as regular teachers because of personal or academic difficiencies. Since the pay for substitute teaching has been minimal, many academically qualified people have not bothered to apply, thus adding to the poor image of the substitute teacher.

Nolte, M. Chester, "Review These Cases Before a Substitute Teacher Sues Your Board," American School Board Journal 167:37-38, January, 1980.

In this article Nolte explained a few of the legal dimensions within substitute teaching. He stated that on-call substitute teachers were tired of being considered second-class employees and were demanding the same privileges and rights that their full time colleagues enjoyed. Although substitute teachers do have rights, courts often will not let such rights hamper necessary board action in solving school problems. Nolte described one such case in California. By California law substitutes replacing certified teachers who are disabled because of an emotional condition are granted temporary employee status for 39 months. After 36 months of service a substitute filed suit for the teaching position, but the court ruled that the substitute teacher was not legally entitled to the job because the school board could not declare a vacancy until 39 months had elapsed. Nolte concluded that the courts try to strike a balance between competing interests.

Woods, Linda L. and Woods, Thomas L., "Substitutes: A Psychological Study," Elementary School Journal 75:163-167, December, 1974.

In this study Woods and Woods thoroughly reviewed the reactions of pupils, classroom teachers and substitutes to one another. They stated that the self-perceptions and role perceptions of substitute teachers themselves have been important factors in their ineffectiveness and have had a decided influence on the climate of the classroom. Substitutes have had negative attitudes toward the regular teacher whom they may envy because of his/her full time teaching position. These feelings have been expressed in critical attitudes toward furniture arrangement, pupil activities, etc. The pupils have then interpreted the substitute's attitude as a personal affront and countered with hostility that increased the usual pupil-substitute tension. Sometimes feelings of superiority to the regular teacher have also been evidenced. Woods and Woods further commented that often substitute teachers have entered the classroom without any notion of the relationship between teacher and pupil, the group's performance, personality or general behavior style. In such climates substitutes have been overly nice for fear of being disliked and have become excessively permissive, contributing still more to nonproductive teaching situations and substitute problems.

Regular Classroom Teachers

Berlinrut, Peter, "Notes of a Substitute Teacher," Commentary 51:53-62, April, 1971.

Berlinrut, a writer and sculptor, described in great detail his substitute teaching experiences. He noted that a common problem he found was that the lesson plan left by the regular teacher for a given period was unworkable. In some cases it required the use of textbooks when in fact more than half the students had never brought their textbook to class. Or it had been a reading assignment, a test, a review or some time-wasting recourse which had kept the students quiet and enabled the substitute to come out alive. This article provided a different dimension because it was written by a person primarily interested in the arts and not in being a professional educator.

Elliot, Peggy G. and Manlove, Donald C., "The Cost of Skyrocketing Teacher Absenteeism," Phi Delta Kappan 59:269-271, December, 1977.

Elliott and Manlove's detailed survey of superintendents in Indiana indicated that learning loss occured when substitute teachers were in the classroom and that essentially nothing was being done to avert it. Furthermore, as a result of their research Elliott and Manlove cited that all teacher absences were not necessary. In recent years teacher absences have been increasing dramatically in many U.S. school systems. Eighty-six percent of all Indiana school corporations that participated in this survey reported that there had been a steady increase in absences over the years of 1972-1977. Teachers were clearly spending more and more time away from their assigned classrooms. In fairness to teachers, Elliott and Manlove stated that by no means were all teachers misusing their sick leave. However, Manlove and Elliott stressed that the good examples of concern for student progress and the modeling of good attendance and responsible behavior have not prevented growing irresponsibility among classroom teachers. Elliott and Manlove concluded from their study that there are major costs, both instructional and financial, when the regular teacher was unnecessarily absent.

Seney, Heidi, "The Cry of the Substitute Teacher...Help," Learning 2:78-80, January, 1974.

This article by Seney, a substitute teacher, objected to the status and treatment of substitutes. She presented a series of requests for such things as lesson plans, school information and the feeling of being welcomed by the school's teaching staff. She stated that regular teachers did not have to roll out the red carpet, but could at least extend a friendly overture in the lunchroom. It would mean a lot to a substitute new to the school and just learning to cope. Seney stated that even regular teachers have often felt isolated from one another, so she challenged regular teachers to imagine how substitute teachers must feel and do something about it rather than compound the problem by being unfriendly and aloof.

Washington, Roosevelt, Jr., "Substitute Teachers Need Supervisory Help," Educational Leadership 30:152-156, November, 1972.

As a result of his study, Washington advocated that a regular corps of substitute teachers be used to replace a teacher who was absent. By doing this, substitute teachers would gain status as full-time teachers with opportunities for professional growth and regular teachers would be more cooperative when they personally knew their fill-in and his/her qualifications. He stated that under the present system the regular teachers have tended to perceive the substitute teacher as an incompetent, second-best, second-rate teacher, and in some cases a mercenary soldier--one who has come to fill in only because it was a profitable venture. Regular classroom teachers, also, have tended to feel that pupils were short changed whenever they had a substitute and have considered those days lost or wasted. At times, classroom teachers have experienced feelings of competition with the substitute. The competition anxiety has forced some regular teachers to impose unreasonable limits or requirements upon the substitute. Teachers have needed to be realistic in their expectations of substitute teachers. Washington further pointed out that specific research has been needed in order to learn more about the concerns, problems and situations of the substitute teacher.

Wright, Nancy Glenn, "No Substitute for Preparation," School and Community 63:35, May, 1977.

In this article Wright contrasted a good substitute teaching situation with a poor one. The key factor, she stressed, was the advanced preparation on the part of the classroom teacher. The classroom teacher has often been the cause of some of the substitute's problems. Wright described a poor substitute teaching situation as follows: She entered the classroom to find the desk top looking like a tornado had hit it. After having sorted through the desk top papers, she checked the desk where she found three shiny, but empty plan books in the bottom drawer. A few minutes later a teacher rushed in with the instructions that Wright needed for the day; "Sarah says redo yesterday's math assignment and have them write 'I will not talk in class' 500 times. Have a good day!" Because of such poor teacher preparation, Wright maintained it was impossible to be an effective substitute.

Administrators

Bamber, Chrissie, Student and Teacher Absenteeism, Phi Delta Kappa Educational Foundation, Bloomington, Indiana, 1979.

In this fastback Bamber investigated student and teacher absenteeism. She stressed that student and teacher absences were both on the rise and that educators should examine the conditions that produce such behavior. Education employees were absent 3.6 percent of the time (as of May, 1976). That meant that on any one day 86,000 classrooms in the U.S. were covered by someone other than the regular classroom teacher. There was not enough data on personal factors related to teacher absences to compare it with student studies. But it was known that job satisfaction, related to such factors as a safe teaching environment and receptive students, has had a positive effect on teacher attendance. Teacher absences have cost the school district money. In addition to hiring substitutes, there have been administrative expenses and record keeping costs. Schools have had to budget large sums for substitutes. Because of tight budgets, Bamber concluded that administrators have understandably tried to reduce the number of teacher absences, thereby reducing the substitute tab.

Elliott, Peggy, "Where Are the Students and Teachers?" Viewpoints In Teaching And Learning 55:18-29, Spring, 1979.

Elliott, when reviewing her research project, presented several problems which administrators have been faced with concerning substitute teaching. In Indiana a troubling 7 percent of the districts reported that when a principal was dissatisfied with the work of a substitute he/she had "no recourse" but to continue to use the person. Thirteen percent of the districts reported that they had "no" or "not much" recourse when absent teachers failed to provide any preparation for the substitutes. Principals were also asked in this study to describe the criteria by which substitutes were being evaluated. There were 27 different responses to the question. In the criteria reported for the selection of a substitute, "availability" was listed as a criterion more than twice as many times as was "successful teaching." Rapport with students was listed only once as a reason for selecting a substitute teacher. In conclusion Elliott stated that almost every study of teacher absenteeism and substitute teaching has concluded with suggestions for addressing the problem. Yet, she stressed, none of these suggestions has been reported in literature as having been used in a systematic way or over an extended period of time during which research could be conducted.

Forcina, J., Substitute Teacher Service in Trenton, Unpublished doctor's thesis, Teachers' College, Columbia University, 1958.

Forcina concluded from his substitute teacher service study in Trenton, New Jersey that a major problem in substitute teacher service was the misassignment of substitute teachers. He maintained that a substitute teacher should teach only in the grade level and subject area in which he/she has his/her training. In the study, 68 percent of the on-call substitute teachers agreed that this would be a "preferable" situation. In addition, 24 percent of the principals, 28 percent of the classroom teachers, and 18 percent of the on-call substitute teachers felt that the practice should be "essential" for substitute teachers.

George, Winifred, "The Day the Super Subbed Incognito!" Instructor 87:70-71, May, 1978.

In this article George, a school superintendent, related the experiences he had in one day of substitute teaching. He commented that no one came to his room to see how he was doing or to offer their assistance and support. He referred to the administration as the almost "silent staff." As a result of the problems he experienced substitute teaching, George developed a substitute teaching program and policy. It included such items as: (1) the administration should welcome the substitutes; (2) an orientation of the major activity areas of the building should be provided; (3) support should be offered when needed; (4) at least one visit by the administrator should be made to the substitute teacher's room to show an interest and concern; (5) staff members should be reminded that they are responsible for a friendly atmosphere, class attitude, lesson plans, lists of alternate activities and school procedures; and (6) if substitutes work in team situations, before-school meetings should be held to discuss regular activities and responsibilities. George concluded his article by stating that the administration should show that they care.

Kozeluk, A. & Holdaway, E.A. "The Plight of the Substitute Teacher, Alberta Teachers' Association Magazine April, 1971, 12-15.

Kozeluk and Holdaway provided from their study a comprehensive list of variables which cause dissatisfaction to substitute teachers. The factors were: (1) lack of adequate lesson plans; (2) shortness of notice; (3) lack of information on students; (4) failure to acquaint substitutes with special rules, schedules and routines in particular schools; (5) student behavior; (6) lack of status afforded the regular teachers; (7) absence of necessary orientation or inservice assistance; and (8) assignments outside their field of training. Kozeluk and Holdaway pointed out the importance of the administrator in each of these problem areas.

Kraft, Daniel W., "New Approaches to the Substitute Teacher Problem," NASSP Bulletin 64:79-86, September, 1980.

Kraft presented many of the problems associated with substitute teaching and then outlined steps for improvement. One report form which Kraft believed would help improve the substitute teaching program is found in Appendix A. Some of the problems that Kraft described were: (1) The substitute was not accorded professional status. Rather than being considered a positive educational force, too often the substitute's presence evoked feelings of contempt and suspicion on the part of the staff. (2) The administration did not build up the substitute's role in the students' eyes, but often seemed to regard the substitute as a necessary evil in the school system. (3) Substitutes were troubled by the low pay scale enforced in many school systems. The annual pay of a substitute who worked every day did not approach the salary of a beginning teacher with a bachelor's degree. In Massachusetts in 1953-1954 substitutes received slightly more than one half of the regular teacher's average salary. Yet, in 1979 in Massachusetts, a substitute earned only 39.6 percent to 42.9 percent of the annual salary. The situation was clearly getting worse. Kraft challenged administrators to assume the lead in the improvement of such situations.

Porwoll, Paul J., Practices and Procedures in the Use of Substitute Teachers, Educational Resources Information Center, ED 149 422, Educational Research Service, Arlington, Virginia, 1977.

Porwoll examined the policies and procedures in the use of substitute teachers. He summarized the responses into two main sections: (1) current practices and procedures in the use of substitute teachers and (2) present examples of actual school district policies, procedures and guidelines in regard to substitute teachers. In his study he found that 74.6 percent of all responding school systems provided no fringe benefits to substitute teachers. In the 25.4 percent providing some benefits, social security (62.6 percent) and teacher retirement (52.8 percent) were provided most often. Also, substitute teachers in 95.3 percent of all responding school systems were not covered by any type of collective negotiation agreement and in 78.9 percent of all responding school systems that negotiated with some employee group, substitute teachers were not covered by any type of collective negotiation agreement. Another finding stated by Porwoll was that the average minimum scheduled daily pay rate for substitutes in 1976-1977 at selected schools throughout the U.S. was $26.09, ranging from a low of $10.00 to a high of $54.78. Inconsistencies were apparent among the school systems studied.

PROSPECTIVE CHANGES WITHIN THE PROBLEM AREAS IN THE ON-CALL SUBSTITUTE TEACHING SYSTEM

Students

Lale, Meta, "Save Your Sub's Sanity," Instructor 86:65, March, 1977.

Lale presented in this article ideas which she believed would help maintain a productive learning environment when the substitute teacher took over. She stated it was advantageous to have the same substitute regularly. The students were more secure with the same person taking the place of the classroom teacher each time. When the same person was consistently called, the orientation barrier was eliminated and more real work was accomplished by the students. She further suggested that pictures of the students with the accompanying names be posted for the substitute's use. A class picture not only helped the substitute connect names with faces, but made the children feel a part of the classroom family. Lale concluded with a list of items for the classroom teacher to include in a zippered loose-leaf notebook for the part-time substitute's use.

Pederson, Kenneth L., "The Substitute Teacher Plan," Clearing House 35: 401-403, March, 1961.

Pederson described an excellent plan to help substitute teachers become more effective in the classroom. It involved the part-time substitutes, regular classroom teachers and students working together. The part-time substitutes were required to attend orientation sessions presented by the administration and to complete evaluation reports at the end of the teaching day (See Appendix A). The teachers were required to keep complete and detailed lesson plans in plan books and to keep up-to-date seating charts. The students were continually taught the importance of good citizenship and satisfactory achievement, whether a regular teacher or substitute was present. Copies of the substitute's daily report were available to students. Students were also informed that at the end of the school year, each of their teachers would submit to the principal's office confidential five-point ratings of character traits which were recorded on their permanent records. This method was effective in helping to improve student conduct. Pederson's corporation has used this plan successfully.

Stevens, Thelma K., "Whither the Substitute Teacher?" Clearing House 44: 229-231, December, 1969.

Stevens presented some solutions, as she perceived them, to the typical substitute teacher program which has been loosely organized, inefficient and ineffective. She believed that constant change in teacher personality and routines have been a disturbing factor for the students and such change should be kept at a minimum. Stevens stated that the school should make every effort to match the teacher with his/her subject area and to return successful substitutes to the same classrooms. The more familiar the students and substitutes are with each other, the more satisfying and productive the learning experience should be. Goals and expectations have needed to be clarified for the students and the substitutes in order that a degree of consistency and stability could be established. Stevens believed this was one way in which students would be encouraged to react more favorably in the classroom of the substitute teacher.

Substitute Teachers

Condra, Conjetta, "Substitute Teaching," School and Community 63:24-26, March, 1977.

Condra encouraged substitutes not to hesitate in seeking advice from classroom teachers. She shared in this article suggestions that she had received while substituting. (1) If the assignment was due the following day, most students would close their books and do nothing but talk the remainder of the period. A better way to keep the students busy and to maintain order was to make all assignments due at the end of the period. A free period too often created instant chaos for the new substitute. (2) If the substitute was weak in a certain subject area, exercises could be assigned and due at the end of the period. This procedure would ensure that the students were occupied constructively throughout the period. (3) It was also a good practice to leave a note outlining what had been covered and where the students had problems. These were a few of the methods that Condra had found to be helpful in solving the problems substitutes encounter.

Davis, Diane, "Sub Center: Have Folders, Will Travel," Instructor 90:36, September, 1980.

In this article Davis explained how to organize and prepare a portable collection of materials for use in the classroom. She stated that the first step in making quick and wise decisions as a substitute was to have a well-organized filing system of teaching ideas. In a bag or briefcase she suggested that these items be included: a paperback dictionary; a paperback book of synonyms, antonyms, and homonyms; a small bell or triangle to signal the end of a lesson; a medium-sized notebook in which to jot down daily plans; a book for personal reading; and manilla envelopes which included emergency duplicating masters, extra reading articles for students, a special events calendar with information about the various holidays in the year, biographies of famous people to read to the class, and sample art projects which required only paper to make. Davis further commented that it was helpful to have a folder for every major subject at each grade level taught. In the folder, materials could be filed for the various topics which might be presented. A district's curriculum guide would be helpful in determining the topics needed.

Garwood, S. Gray, "Ten Ways to Prevent Classroom Chaos," Teacher 94:75, October, 1976.

Garwood listed ten suggestions that he believed not only encouraged creative teaching on the part of the substitute but also made the job and the students easier to handle. Briefly stated the suggestions were as follows. The substitute should: (1) be appropriately dressed, (2) arrive at the school early, (3) be prepared, making it his/her responsibility to find out ahead of time about routines and schedules, (4) use name games to learn the student's names, (5) establish eye contact to help the children feel more comfortable, (6) lead the way using his/her imagination, (7) have materials ready in case they were needed, (8) catch the students being good and reward such behavior, (9) react spontaneously, and (10) smile and laugh. Garwood stated that research showed that children learn more in classrooms where both pupils and teacher smile and laugh frequently. He concluded with the suggestion that substitutes should relax, get comfortable and enjoy their substitute teaching assignments.

Grieder, Charles A., "The Role of the Substitute Teacher," Education 92: 98, April-May, 1972.

Grieder proposed an interdisciplinary approach through which the substitute teacher could utilize his/her knowledge of his/her specialized field by relating it to the subject area to which he/she had been assigned. An example that Grider cited was an English teacher, substituting in a history class, introduced the class to historical journalism. Grieder believed that the advantages of such an approach were manifold. He stated that the regular classroom teacher would be satisfied with the work accomplished because it related to the students' regular subject and the substituting teacher would also be satisfied because he/she would feel secure in working in his/her specialized field. Furthermore, an approach like this allowed greater flexibility in the area of classroom activity. He believed that the last and most important advantage to this approach was that it involved the class in interdisciplinary thinking--something that has been rarely encouraged in a highly departmentalized educational system. Grieder concluded by stating that very little preparation was needed and the only requisite for the effective use of this approach was resourcefulness on the part of the substitute teacher.

Hartung, A. Bruce, "Substitute Teacher Policies: A National Inconsistency," Contemporary Education 44:5-6, October, 1972.

Hartung reviewed the inconsistent, inequitable and at times unrealistic system of compensation for the substitute teacher. He presented actual examples of the inequality throughout the United States and then made the following recommendations. (1) New pay scales should be developed which reflect the differences in educational backgrounds and length of terms. The state NEA and local affiliate organizations should add impetus to this development. (2) The state and local NEA affiliate organizations should try to gain substitute teacher membership by creating an appropriate category and soliciting this membership. Hartung believed that participation in a professional organization should make substitutes feel that they are an accepted and an integral part of the profession. This should add to their overall effectiveness, according to Hartung.

Miller, Peggy L., "To a Substitute: You Are a Professional Educator," Instructor 84:134, April, 1974.

In the beginning of this article Miller stated that it was time that the role of the substitute teacher was considered something other than sub professional. In the remainder of the article she described many different ways in which the substitute teacher was to function in order to be considered more professional. She stated that substitutes were to always have something of their own ready to teach. If stories, experiments, art work, simulation games or other interesting activities were ready to teach in case teacher lesson plans were nonexistent or incomprensible, the substitute would be more effective in the classroom. Also, in order to be considered professional, Miller suggested that substitutes should provide special learning events utilizing their own unique backgrounds, special interests or skills. Experiences such as sand painting, role playing, value clarification, stone polishing and play writing were examples that she gave of comprehensive learning activities through which a large number of subject matter areas could be emphasized.

Musso, Barbara Bonner, "Micro Resource Units Aid Substitute Teachers," Educational Leadership 27:825-826, May, 1970.

Musso described a slightly different approach to substitute teaching which has been used in New Orleans. The New Orleans Public Schools developed a program aimed at creating a corps of well prepared, day-by-day elementary grade substitutes. A one-month summer substitute teachers' institute was held in order for substitute teachers to develop micro-resource units. The micro-resource units included a variety of subjects such as Money Exchange, Inventions, Preventions of Accidents, etc. These micro-units were taught by the substitute teacher when the regular teacher was absent. Thus, a substitute might present a given pre-planned unit in several settings within the school system in the course of a year. Administrators and substitute teachers reported that the use of pre-developed materials were very effective in the classroom.

Parsons, James B. and Dillon, David, "Substitute" Student Teaching: A Project for Enhancing the Student Teacher's Professional Growth, Educational Resources Information Center, ED 194 466, 1978

Parsons and Dillon believed that substitute teaching should be a common topic for university teacher education courses, because many new teachers have used substitute teaching as a means of gaining a full-time position. The authors described a program in which student teachers participated in actual substitute teaching experiences. The student teachers were instructed in the kinds of information to leave for their substitute, such as a lesson plan, timetables, and procedural directions. After having assumed the major responsibilities for the instruction of a classroom for a period of time, the student teachers prepared for a substitute to take over their teaching assignment and then proceeded to another classroom as a substitute teacher. In the final stages of this project, the student teachers, their cooperating teachers, and their faculty advisors evaluated the program. Its evaluated success led to the conclusion that substitute teaching was an important part of pre-service teacher education. The experience helped the student teachers to understand some of the problems involved both in leaving and taking over a class.

Reynolds, David J. and Garfield, Learita, "Retraining Substitute Teachers for the Urban High Schools," NASSP Bulletin 55:80-88, April, 1971.

Reynolds and Garfield described a workshop in the Pittsburgh, Pennsylvania Public Schools aimed at improving the substitute teacher's confidence by defining his/her objectives. The foundation of the program was based on four principles: (1) The substitute teacher's role should be changed from an "information dispenser" to a "learning manager." (2) The substitute should be encouraged to concentrate on those students who want to learn. (3) The substitute teacher should realize that more can be accomplished through positive rather than negative reinforcement. (4) The substitute teacher was asked to define his/her own expectations as a substitute. After a five-week apprenticeship period, the participants stated that defining their job and its objectives and learning techniques for classroom management led to improvement in their self-confidence, pride and job satisfaction.

Winandy, Rosemary, "You Can Always Go Back to Substituting," Elementary School Journal 78:9-12, September, 1977.

Winandy stressed in this article the many advantages of substitute teaching. She stated that it was valuable preparation for a subsequent return to full-time teaching, it was a way of learning a variety of excellent teaching methods, and it helped a teacher develop his/her greatest asset--a sense of humor. She also commented that there were decided advantages if a substitute could always be available to teach with the exception of personal emergencies. The substitute would then begin to feel at home with the students, the school policies, and the mode of teaching of various teachers. Winandy believed that a substitute has to gear his/her psyche to the established methods of the regular teacher, particularly in the discipline realm. The temptation to execute his/her techniques and ideas could be overwhelming, but should be resisted so that the result could be learning for all.

Regular Classroom Teachers

"And On the Third Day..." The Times Educational Supplement 3254:2, October 21, 1977.

A British teacher stated that teachers were "playing truant" and argued in this article for stricter discipline. Irresponsible teacher attendance was causing pupils to suffer from lack of instruction, collegues to suffer by having to cover other regular teacher's classes, and administrators to suffer under the overall strain. With so many newly qualified teachers applying for positions in which they might be allowed the chance to prove their worth, this author believed it should be a matter of urgency that procedures be implemented to reduce teacher irresponsibility in attendance. The author stressed the need for demanding more documentation concerning absences. He/she also suggested that a profession of any dignity and pride must at least ensure that its members were accountable to each other. Teacher monitoring of an attendance pool of substitute funds was a suggestion. A fund for substitute salaries would be given to a committee of teachers at the beginning of the school year. What was left in the fund at the end of the year could be distributed to all the teachers.

Engstrom, Ellen, "A Teacher Exchange Day Changes You," Instructor 85:41-42, February, 1976.

Engstrom described a school day upon which, without future knowledge, all classroom teachers exchanged positions. The experiment was designed to give teachers a first-hand feeling for the substitute who at the last minute walks into the classroom where only a few notes were scrawled into a lesson plan book. This experience helped the regular classroom teachers to see the flaws in their own planning systems as well as increase their respect for substitute teachers.

Funk, Betty D., "Substitutes Need Your Help," Instructor 84:26, November, 1974.

Funk presented in this article some important practices that she believed classroom teachers should do in order to help the substitute teacher. She listed the following points: (1) If a classroom teacher knew he/she was going to be absent, he/she should have told the children that a substitute would be taking his/her place. (2) The classroom teacher should have stressed that he/she would leave instructions and plans for the substitute teacher to follow. Also, the teacher should have commented that there are various ways to accomplish a task and so the substitute might do things in a little different manner. (3) Earlier in the year the students should have made name tags. (4) The names of student helpers should have been listed in the planning book. (5) The lesson plans should not have been changed to make it "easier" for the substitute. Change has often created disruptions. (6) It has been usually best to plan an excess of activity for the time in which the teacher is going to be away. Funk closed by stating that when classroom teachers and substitutes have worked together, the students have felt more secure and at ease when the substitute has been in the classroom.

Jentzen, Alan E. and Vockell, Edward L., "Substitute Teachers: Current Status and Some Suggestions for Improvement," NASSP Bulletin 62:84-88, March, 1978.

Jentzen and Vockell stated that their findings supported the eliminating of the position of substitute teacher. They also presented new and different ways in which substitutes were being eliminated from school districts and ways in which substitutes were being helped to teach more effectively. In addition they cited a study at the University of Chicago that suggested the use of in-service programs directed at regular teachers. These programs acquainted the teaching staff with the potential effects of their separation from their classrooms and the problems inherent in substitute teaching. It was suggested that the chaotic classroom situations substitute teachers frequently have faced may be partially the result of the regular classroom teacher's response to being absent. That response might have been guilt, anxiety, fear of hurting the class or competition with the substitute. These reactions have resulted in the preparation of extremely difficult or trivial lesson plans that inhibited the substitute's success. Through in-service training programs teachers were helped to greater acceptance and cooperation with the substitute.

Keller, Sara Ann, "Dear Teacher, While You Were Gone," Teacher 44:77, October, 1976.

Keller summarized the problems of substitute teachers and then presented plans for the preparation by a regular classroom teacher of a survival kit which included constructive lesson plans and other teacher aids. She stated such a kit was necessary because an unprepared substitute invited trouble and without teacher help substitutes have not been able to perform their duties capably or professionally. Although the planning of lessons and materials have taken time and organization, the efforts of the teacher have been well rewarded. When adequately prepared by the regular teacher, the substitute has worked harder for the teacher and so the students have enjoyed a better learning atmosphere. The teacher was also able to pick up where he/she left off with a minimum of disruption in the subject material.

Logan, Barbara, "New Program for Substitutes," Science Teacher 41:44-45, February, 1974.

Logan described an innovative program in which substitute teachers were used to free middle school science teachers to attend regular in-service sessions. The plan provided was simple enough for the nonscientist to handle, different enough to give some status to the substitute, interesting enough to maintain student attention and relevant enough to be a worthwhile learning experience. A field agent developed a package consisting of 12 lesson plans and a post-test. Each plan was activity oriented, required simple, easy-to-make equipment and could be completed with-in a normal 35-minute class period. The activities were based on general inquiry skills that could easily be related to any of the content areas found at the middle school level. Work sessions were provided during which the substitutes learned how to do the activity, practiced teaching the activity in front of their peers, and then prepared a set of materials for use in the classroom. Comments on the success of the new plan indicated that this was a viable approach to the substitute situation.

Secor, Joan, "From a Substitute: I am a 'real teacher'," Instructor 84: 140-142, April, 1974.

Secor carefully explained various activities and procedures that classroom teachers have followed to help prepare their classes for a substitute teacher. When planning ahead, they have talked to their students early in the year about the possibility of having a substitute. Although the teacher did not know what day he/she might be absent, it was possible to instruct the students on how to treat a substitute, how to behave in the classroom, and how to offer their help in order to have a happy productive day.

Walker, John R., "Preparing for the Substitute Teacher," Industrial Education 67:6, March, 1978.

Walker described ways in which an industrial arts classroom should be prepared for a substitute teacher. Since it has been found to be extremely difficult for another individual to take over a classroom teacher's responsibilities, he stressed the importance of leaving carefully planned instructions for the part-time substitute and the students. Walker, also, included within this article an excellent report from which he believed the substitute should fill out for the classroom teacher after completing the teaching day. This report could be used in any subject area. (See Appendix A.)

Weaver, Mary Rice, "Whoopee, a Sub!" Early Years 8:52-53, November, 1977.

Weaver cleverly described her experiences in substitute teaching. She stated that at the end of the day she reflected back over lesson plans that appeared to be in Greek or shorthand, unintentional but nonetheless rude treatment from regular staff members, no administrative guidance, lack of a knowledge of school schedules, and insufficient materials. When she ended her reflecting, she simply commented, "There's gotta be a better way." In this article Weaver stressed that the better way was careful planning on the part of regular classroom teachers. She also included several strategies for classroom teachers which she believed would help substitutes to be more effective teachers. These strategies involved providing such items as master schedules showing the approximate time each activity was to occur, a list of any unusual school procedures, disciplinary policies, name tags, up-to-date seating charts, map of the school building, clearly written lesson plans, etc.

Administrators

Barrios, Rene R. and Kirkland, Sumatra El, Development and Implementation of a Substitute Teacher Program for the Sacramento City Unified School District, Educational Resources Information Center, ED 185 039, Sacramento, California, November, 1978.

Barrios and Kirkland reported that the purpose of their paper was to develop, implement and evaluate a substitute teacher program. The components of the program included stressing the need of available materials for substitute teachers, the development of skills necessary to obtain maximum usage of the available materials, and the communication among the teaching personnel, administrators and the substitute. Workshops were planned to serve as models in enhancing the utilization of the substitutes in these ways. Following these workshops, the complaints from substitutes, relating to working conditions, were significantly reduced. Barrios and Kirkland believed this reduction was accomplished through the establishment of a network of communication at the workshops. The workshops also provided a means for administrators and substitutes to come to an understanding of the expectations of each other. Manifestation of the success of this process was evidenced in a substantial reduction of negative job evaluations by administrators. Also included in this paper was a handbook explaining school procedures to prospective substitute teachers.

Capitan, James H. and others, Teacher Absenteeism. A Study of the Ohio Association of School Personnel Administrators, Educational Resources Information Center, ED 185 699, American Association of School Personnel Administrators, Seven Hills, Ohio, 1980.

This paper discussed teacher absenteeism via a preliminary study of 90 school systems in Ohio. It was found that in an Ohio suburban school system of 12,000 students, in addition to $12,000,000 committed for teacher salaries, it was necessary to expend $50,000 during the 1979 calendar year for teacher substitutes. In 1977 another major urban school system in Ohio expended $25.50 per student for substitute services. Based on such results from the survey and from a review of studies from Pennsylvania and Michigan, the authors of this paper recommended that administrators establish an absence monitoring system and try to reduce absenteeism through more organized efforts. The report suggested a specific program which would (1) be comprehensive and communicate the value of regular attendance to all personnel, (2) be heavily supported by administrators at the top, (3) provide some means of recognizing and rewarding regular attendance and (4) involve the teacher's immediate supervisor.

Freedman, Miriam, "New Subs: Free to Teach," NASSP Bulletin 59:95-98, May, 1975.

Freedman challenged that new attitudes and approaches to substitute teaching need to be developed in order for substitute teachers to become a creative and effective force in schools. She believed that substitutes needed to be seen as resource persons with a positive role, not simply as second best. Their presence in a classroom needed to be viewed as an opportunity to develop a potentially exciting learning time for the students. This would be possible, Freedman stated, if administrators, regular teachers, and students would change their approach and attitude toward substitutes. When hiring substitutes, the administration should ask what the substitute could teach effectively in one short session. This would capitalize on the various knowledge that substitutes have brought to the classroom. The substitute should be allowed, according to Freedman, to show that he/she can put a period of time to valuable use. During the school year, the administrator should find out what the best lessons by substitutes have been and compliment those substitutes. Substitutes must know that a good lesson does make a difference and that administrators do care about the job they do, not just the noise level their classes achieve.

Gendler, Paul H., "How One School System Cut Its Teacher Absenteeism in Half," American School Board Journal 164:32, October, 1977.

This article was a factual documentation which described a program in Merrick, Long Island, which reduced teacher absences by 55 percent in one year. The program involved the school board, central office personnel, building administrators, and the faculty association. The school board adopted the superintendent's recommendation that school policies be changed to include criteria for teacher attendance. Steady attendance became an essential factor for continuing a beginning teacher and recommending a teacher for tenure. The policies regarding annual teacher evaluations were modified to include references to consistent attendance and punctuality. Staff members in supervisory positions were required to promptly discuss erratic attendance with individuals and to express the need for consistent attendance. At the beginning of the year the superintendent met with the president of the teacher's association and explained the intent of the new policies. Gendler stated that attendance in the system improved among those teachers whose absences had been at a satisfactory level, and there were even dramatic changes in several flagrant cases.

Jones, Annie Lee, "Inservice Education of Substitute Teachers," High School Journal 103-107, December, 1963.

Jones stressed that the need for growth in any profession was obvious; however, the opportunities for substitute teachers to grow professionally have been very limited within most school systems. Jones suggested that one person on the central staff be considered coordinator of the substitute teacher services and assume this role at least as part of his/her other duties. This person would help to provide for substitute teachers a series of planned professional experiences which would be beneficial to all. Within the inservice programs that would be planned, Jones believed an opportunity to observe the school program in action should be included. Also, she stated that regular teachers needed to be brought into the in-service education program for substitutes. It was a good way to recognize outstanding teachers in the system by inviting them to teach demonstration lessons and to assist in the inservice training. The inservice education should be continuously evaluated and also an opportunity for the administrator to evaluate the substitute on a day-to-day basis and the substitute to evaluate the program should be given.

Katz, Philip, "Master Lesson Plans Aid Substitute Teachers," Chicago Schools Journal 46:73-74, November, 1964.

Katz, an elementary school principal, stated that one of the minor though persistent problems in running a school was that of providing adequate lesson plans for the substitute teacher. Katz reported on a school system that developed a master lesson plan suited for all grades, subjects and departments. The master lesson plan consisted of an information page and a number of content pages. The information page contained such pertinent data as room, grade, teacher, name of group, subject, day and time of library and physical education periods, lunch time and location of teacher duties. The content page was ruled off into four unequal sections, which called for the following information: (1) purpose of the lesson, (2) textbooks and page numbers needed, (3) suggested procedures and activities, and (4) comments by the substitute teacher. Because these plans might sit for weeks before being used, the following criteria was kept in mind when developing plans. They should (1) parallel the regular work of the class, (2) not become dated, and (3) lend themselves to easy revision. Katz stressed that since using the master lesson plans, substitute teachers have been enthusiastic about the plans, and teachers have appreciated the new approach because disruption of their routine was kept to a minimum and the children were guaranteed a day of worthwhile learning.

King, James Hamilton, "How Schools Can Develop Capable Substitute Teachers," Illinois School Research 8:44-48, Winter, 1972.

King stated that school administrators have been faced with the persistent problem of finding capable, certified teacher substitutes to work when regular faculty members were absent. Parents and students have expected and deserved the services of well-qualified teachers in these situations. But a sufficiently large pool of such professionally trained and certified personnel has often not been available to fill the demand. King presented alternative solutions to this problem including reactivating retired teachers, the hiring of provisional certificate holders, the use of Future Teachers Association members or teacher assistants, and the impressment of regular staff members to take the classes of absent colleagues. He believed a more desirable solution to the problem would be for local school officials and nearby teacher-training institutions to create a ready reservoir of qualified personnel. This article described and analyzed a university program designed to upgrade the professional preparation of degree-holding people in the community who could serve as substitutes. In order for such a program to work King stressed that both school district administrators and teacher training institutions needed to work together in establishing such programs.

Liddle, James, "Reduction of Teacher Absences," Birmingham Public Schools, Monograph, December, 1974.

Liddle stated that educational data and data from industry supported the fact that the involvement of the immediate supervisor was the single most critical factor to the success of any program designed to curtail absenteeism. The Birmingham,Michigan study, which Liddle reviewed, suggested that each principal develop a plan to control employee absenteeism. Specifically, the study recommended the counseling of employees in circumstances when they developed a pattern of incidental absences, when they were frequently absent for illness on inclement weather days, when absences for illness occurred on days before or after holidays or vacation periods, when they were absent on certain special days (such as the opening day of baseball season), when they appeared to be in robust health the day before an absence, or when an absence for illness was reported for more than one day.

Loomis, Herbert and Sucher, Joseph E., "Finding Substitutes in a Hurry," School Management 16:24-25, October, 1972.

Loomis and Sucher described a fascinating system for locating substitute teachers quickly and precisely. They stated that in the metropolitan Detroit area there was no trouble in locating substitute teachers whenever the need arose. A short but informative telephone "conversation" with a computer let the school administrators know in seconds the best qualified and most accessible teachers for any substitute assignment. The procedure was simple and efficient. Teachers were first accredited by the board for substitute duties. After being accredited, the substitutes were to call in to indicate their availability for the next day. Upon the administrators call, the computer determined what substitute was available for the vacancy. Consideration was given to the subject taught, the substitute's certificate credentials and the geographical proximity of the prospective substitute to the school. The computer has eliminated some of the administrative headaches in connection with substitute teaching.

Manlove, Donald C. and Elliott, Peggy, Absent Teachers...Another Handicap for Students? The Practitioner Vol V, No. 4, Educational Resources Information Center, ED 170 941, National Association of Secondary School Principals, Reston, Virginia, May, 1979.

Manlove and Elliott presented studies that revealed an increase in teacher absenteeism in recent years. Some findings indicated that absenteeism increased dramatically following collective bargaining agreements that provided a specific number of days that employees would be compensated for illness. As the number of teacher absences rose, so did the financial burden of paying for substitutes. Manlove and Elliott stated that the increased teacher absences meant a corresponding increase in the time and energy the principal needed to spend with this problem. This report suggested some parital solutions to these problems. The solutions included requiring regular teachers to have lesson plans ready for absence days, offering inservice preparation for substitutes, appointing a teacher to assist the principal in dealing with teacher absences and rewarding good attendance by returning to the regular staff some of the money saved by good attendance. It was further suggested that administrators praise good attendance, note attendance on evaluation reports, issue letters to teachers concerning poor attendance and above all provide a good example.

Myers, John W., "Let's Hear It for the Substitutes," Thrust 7:31, November, 1977.

Myers reviewed a plan that was designed to make substitute teaching a more effective part of the school district. The plan involved the selection of substitutes through the usual application-interview method; an orientation which featured the personnel secretary who explained the documents needed for substituting, the school principal who explained some expectations of the school and its regular teaching staff, and the superintendent who explained some of the things substitutes could expect of the district and its schools; an evaluation process which was used after each substitute teaching assignment; and, finally, a priority system in which successful substitutes were given first consideration for full-time teaching positions when they became vacant. In addition, this program included a thorough substitute teacher handbook and also the periodic reception of information on the district's in-service programs and any courses substitutes might find of value in nearby universities.

Nickerson, Neal D., Jr., The Selection and Utilization of Substitute Teachers, (Minneapolis: Educational Research and Development Council of the Twin Cities Metropolitan Area, Inc.,) 1965.

Nickerson presented a thorough plan for the selection and utilization of substitute teachers. This paper contained pertinent information for administrators, substitute teachers and regular classroom teachers. In the section on the selection of substitute teachers, Nickerson cited several suggestions for administrators to help upgrade substitute teaching. The Boston Public Schools have had a system which permitted a principal to request that a particular substitute be called by the central substitute office. This helped the school to retain quality substitutes who were familiar with its policies and regulations. Also, Nickerson stated that there has needed to be an insistence upon fully-qualified, certified people as substitutes. In order to secure such people the pay must be more than one-half or two-thirds of the regular teacher's daily salary. Equitable pay and fringe benefits would certainly make it easier, Nickerson believed, to recruit and retain qualified substitutes.

Ohmit, Gwendolyn, "Help for the Substitute Teacher," Clearing House 37: 398-401, March, 1963.

Ohmit dwelt on various administrative solutions to help the substitute teacher. She suggested the use of several written forms. The first form simply stated the schedules, routines, school rules and so on. Briefly presented, this material was to be used for quick reference during the day. The second form was one that the regular teacher was to fill out periodically. It contained pertinent classroom information: the location of the supplies, reliable student helpers, grouping or special routines, and other information the teacher believed would be helpful to a stranger. The third form, advocated by Ohmit, was a report form on which the substitute would let the regular teacher and the administration know what had been accomplished in the classroom and what problems, if any, were met during the day. (See Appendix A.)

Olfson, Lewy, "How to Use Fewer Substitutes and Save School Dollars," Education Digest 43:27-29, February, 1978.

Olfson described a school system in Fairfield, Connecticut in which the number of substitute teachers hired has decreased rather than increased in the last few years. The school district instituted a new way of determining whether or not a substitute would be hired in any given situation, and of assigning a quota of substitute days to each school building in the system. The teachers reported their expected absences to their building administrator who determined whether a substitute was needed. Putting the hire-or-not-to-hire decision in the hands of the principal, instead of someone in the central office, was found to pay big dividends. In addition to putting the responsibility at the building level, each time a substitute was hired, it was charged against the substitute quota the building had been given. Olfson stated that not only did the principals become involved in the effort to save the expense of substitutes, but teachers also began to accept greater responsibility. A monthly computer printout was published to show each building's quota during the year. One principal was quoted as having said, "There was a certain sense of competition generated by that monthly printout." There were no comments given in the article on what the school did when they decided not to hire a substitute or when they went over their yearly quota.

Polos, Nicholas, "Problems of the Pinch Hitter," Clearing House 37:393-396, March, 1963.

While working on a doctoral degree in philosophy, Polos substituted in many of the larger high schools in the bay area of California. In this article he related a few of his personal experiences and made some practical suggestions based upon some research on the subject. He stated that Rawlings Junior High School in Cleveland, Ohio, developed a plan during the teacher shortage of World War II which has implications for substitute programs. Student helpers were provided for a substitute new to the school. These helpers greeted the substitute and provided information concerning the location of plan books, seating charts and school regulations. In general, they provided a quick orientation which Polos suggested insured the success of the efforts of the substitute. Polos stated that this plan was not difficult to put into practice and it had the advantage of involving students in the planning of the school day.

See, Helen, "A Substitute's Problems," Today's Education 59:58-59, February, 1970.

After relating some hair-raising experiences as a substitute, the author made several excellent suggestions. See suggested that all regular teachers and principals be required to spend some portion of a school day as a substitute. She believed that some of the problems constantly encountered by the substitute could be easily avoided by a little preparation on the part of the regular staff if they were fully aware of the problem situations. See also related an experience that she found to be extremely helpful. In one of the schools in which she had substituted, the principal appeared in the classroom first thing in the morning and introduced the substitute teacher to the class. The administrator told the pupils that the teacher was a guest in their school and should be treated as one. This was the type of administrative support See believed necessary in order for the substitute to be more effective in the classroom.

Steltenpohl, Elizabeth, "How to Uncomplicate Your Substitute Teacher Program," American School Board Journal 161:37,56, February, 1974.

Steltenpohl presented a three step plan used to improve a district's substitute teaching program. (1) The records of absences for individual full-time teachers, including the date, day of the week, and reason for absence were collected and summarized. (2) The data was organized to determine what patterns of teacher absences were evident. These patterns showed when substitute teachers would need to be available. The data was specific even as to departments. (3) The employment of substitute teachers was arranged in advance based upon the data collected. Because of this information, the availability and teaching background of substitutes could be matched to the school district's needs. The teachers were not guaranteed employment on these days, but the patterns helped to predict the approximate number of days each substitute would be employed during the school year. The article contained documented studies in which the patterns of teacher absences had been used effectively in the substitute teaching program.

"Substitute Teachers: They're Only One-Sixth as Effective as Regular Teachers," Nation's Schools Report 2:4,7, February 2, 1976.

The Pennsbury (Pennsylvania) Public Schools has developed an incentive plan for teachers to save on substitute costs. If teachers could eliminate the need for a substitute teacher by preparing for their absences in advance, such as scheduling field trips with another class or planning a large group instruction lesson with another teacher in charge, the money their school saved could be used however the staff and administration desired. Equipment and materials for classrooms have been purchased with some of these savings; one school used its money to sponsor a week-end retreat for its teachers.

Teacher Absenteeism, Professional Staff Absence Study, Educational Resource Information Center, ED 166 816, Pennsylvania School Boards Association, Inc., Harrisburg, October, 1978.

This study was undertaken during the school year 1977-1978 to explore the basic characteristics and patterns of staff absences in Pennsylvania. The study also assessed the economic impact related to staff absences, indicating that the dual payment of the teacher and the substitute almost doubled the teaching cost for each day of teacher absence. Finally, the report ended by recommending alternatives to current staffing practices that would benefit the total educational program for students. These recommendations consisted of such suggestions to principals as maintaining personal contact with the absent teacher during the period of absences, speaking directly with the teacher when he/she returned, avoiding all impersonal approaches found in many mechanical methods which may stress efficiency and ease of reporting absences, maintaining accurate records and publishing such reports and developing policies dealing with absenteeism, including disciplinary actions, special counseling for teachers with high absences and giving special attention to absence records when hiring or retaining teachers.

Trent, John H. and Ghilotti, Sharon, "A Comparison of Teachers', Administrators' and Substitute Teachers' Perceptions of Substitute Teachers," College Student Journal 6:52-54, November-December, 1972.

This study compared the perceptions of substitute teachers, regular teachers, and administrators with respect to several aspects of substitute teaching. In a five category questionaire, substitutes rated principals' concern for substitute qualifications lower than did regular teachers and administrators. Substitutes also rated teachers lower in preparation of lesson plans and seating charts. Substitutes rated themselves higher in doing an adequate job of teaching than did teachers and administrators. When evaluating these and other responses Trent and Ghilotti stated that it was evident that the opinions given by the three groups differed significantly from each other. These results clearly supported the apparent lack of understanding between the groups which was also seen in the research of literature. The authors recommended, as a result of their study, that workshops be provided to give the substitutes training in what was expected of them by the principal, the teachers and the students, and also what substitutes could expect from the school.

Warren, Harold, "A Program for Substitute Teachers," School and Community 56:14, April, 1970.

Warren presented a program for substitute teachers that was used in the Kirkwood school system. The two primary objectives of the program were identified as creating an atmosphere of concern and appreciation for substitute teacher service and designing a handbook to more fully identify the role and level of responsibility of the substitute. The orientation program was in three phases. First, an over-all educational philosophy was given along with a presentation of curriculum innovations in the school district. Second, a handbook containing the school's operational procedures and describing role expectancies within the school was distributed and discussed. Third, an invitation was extended to the substitute teachers to visit any or all of the schools prior to the opening of school in the fall. Throughout the year additional workshops were held. The substitutes who made full use of these opportunities indicated appreciation for the material presented. In appraising the progress of the program, it was found that substitute teachers were better acquainted with the school, that communication had improved and that closer attention to the needs of the school system was given.

White, J.D., "Look Who's Substitute Teaching," American School and University 52:38, May, 1980.

White presented in this article a plan in which the administrative personnel from the central office where assigned to classrooms for substitute teaching duty. Because of a lack of appropriate funds to furnish substitute teachers throughout the school year, the Suffolk, Virginia school system found that it was necessary to use the services of the administration. School principals were provided with substitute lists showing the administrator's name, area of certification and available dates for substitute teaching assignments. Besides solving the financial squeeze, there were a number of unexpected benefits from this program. They were: (1) Classroom teachers' absences were significantly reduced. (2) Excellent lesson planning was observed by the administrators. (3) Instructional supervisors had an opportunity to practice what they had been teaching. (4) The teachers' morale rose when they observed the administrative personnel back in the classrooms teaching. (5) Administrators who had not taught in 15 or more years had an opportunity to re-evaluate teaching materials and methods. White concluded that there had been no disadvantages evidenced as a result of this administrative action.

PROSPECTIVE ALTERNATIVE APPROACHES TO THE ON-CALL SUBSTITUTE TEACHING SYSTEM

Fleming, J. Carl, "Pupil Tutors and Tutees Learn Together," Today's Education 58:22-24, October, 1969.

Fleming described a program, Student Team Action, in which high school students during their last two years of formal training or public education taught primary grade children. Entire classes of upper grade students prepared lessons that they then taught in the elementary grades. These high school students were selected and trained by a committee of teachers. They were required to prepare thoroughly and to write reports of their classroom activities afterwards. Although thoroughly trained, there was periodic adult coverages of the classes. Fleming found that a growth in mutual respect and understanding developed.

"Free Substitute Teachers Discuss Personal Careers," NASSP Spotlight 1, May, 1976.

This article described a substitute teaching alternative that has been used in the Salt Lake City (Utah) School District. This school system has used professional and career persons from the community in place of substitutes. The State of Utah did not require substitute certification. These "free" substitutes discussed their careers with students and in so doing saved the school system the expense of hiring regular substitute teachers.

Gaddy, James R., and Kelly, Linda E., "A Substitute Program Redesign" Clearing House 51:334-335, March, 1978.

Gaddy and Kelly described an alternative substitute teaching plan that was successfully used in New Rochelle. Each department in New Rochelle High School had a subject resource room staffed by a paraprofessional resource aide and created for individual and group reading projects. These centers had been used by students, but not to their fullest. Therefore, in the alternative substitute program these rooms became the base. Students of teachers who were absent for one or two days were to report to the department's resource room. Here they completed lessons in the resource developed by the regular classroom teacher. Each teacher was required to leave two emergency lesson plans on ditto sheets. These lessons were to be self-contained and take the students the full period to complete. Since the lessons were essentially a learning packet, the resource aide was not expected to teach. The key to the entire program was the students' realization that they were accountable for the work they completed during their teacher's absence. New Rochelle schools found that the program was cost effective and also control of the students was maintained.

Gartner, Alan, Kohler, Mary Conway, and Riessman, Frank, Children Teach Children: Learning by Teaching, Harper and Row Publishers, New York, 1971, 180 pp.

Gartner, Kohler and Riessman reported on projects in which young people had learned through teaching. They outlined the conditions under which successful programs have been carried on. The underlying premise of the book was: Children and youth learn far more when performing the teaching role than when acting as students in the classroom. Gartner, Kohler and Riessman primarily presented programs which were designed for a one-to-one relationship; however, expanded projects were also included in which high school students worked with groups of children. The benefits of such programs to the high school students are as follows. (1) The youth readily saw that he/she was needed and that his/her successful efforts were appreciated. (2) The demands of the well-selected teaching task was neither too difficult nor too easy, but gave considerable freedom to plan their teaching strategies, develop materials, adapt plans and procedures. They learned that they must learn to observe, read, plan, and appraise their own efforts. (3) The youth found the teaching situation one in which they could explore a real career possibility.

Holdaway, E. A., and Bentham, J. A., "The Provision of Substitute Teachers," Alberta Journal of Educational Research 20:24-33, March, 1974.

On the basis of their study of the substitute teaching program in Edmonton Canada, Holdaway and Bentham recommended that (1) positions for full-time substitute teachers be established with full teacher privileges; (2) a body of full-time, permanent substitute teachers be hired to work in a group of schools of the same grade level; and (3) teachers providing substitution preferably be trained in the regular classroom teacher's area of specialization. In this study principals and teachers perceived that on-call substitution was an effective method of providing for an absent teacher at the elementary level. However, as the grade level increased the need for full-time substitutes was greater. The stated advantages of such a system were as follows: (1) The permanent substitute could be selected as carefully as the regular classroom teacher. (2) The permanent substitute teacher selection could include teachers trained in specialized areas. (3) The hiring of permanent substitutes could allow for greater communication between the substitute and the classroom teacher. This should lead to better working relations among permanent substitutes and regular classroom teachers.

Knapp, Robert, "A Graduate Assistantship in Substitute Teaching" Phi Delta Kappan 62:58, September, 1980.

Knapp described a program used at Michigan State University. Because of the drop in the number of available graduate assistantships, it was difficult to attract full-time graduate students to MSU. At the same time, the Lansing School District was having trouble securing qualified substitute teachers. The combination of MSU's need for student employment and the Lansing School District's need for qualified substitute teachers led to the establishing of a unique work-study program for graduate students in education. Through this program, MSU graduate students were able to find employment while pursuing a graduate education and the Lansing School District was able to employ high-quality substitutes. Knapp stated that the graduate assistantships in substitute teaching were proving to be successful in the Lansing area. He also suggested that this program might be a viable alternative for other universities and school districts.

Leggetter, Earl C. and others, Released Time for In-Service Teachers? Try Volunteers (University Professors) Educational Resources Information Center, ED 171 673, Chicago, Illinois, February, 1979.

The results of a three-year research project that implemented the idea of using volunteers, rather than substitute teachers, to provide released time for public school inservice teachers was reported in this paper. Although originally volunteers from a variety of backgrounds were used, it was evidenced through evaluations that university professors were the most effective in the classroom. This experience also provided for the professors an opportunity to become better acquainted with the problems of the people and children within the community. These periods of teaching on the elementary and secondary level also gave the professors a chance for exploration, informal research and investigation. Leggetter's project focused on the activities related to the recruitment, training, management and evaluation of a volunteer program. Also, evaluations of the program by selected university professors were included.

Robb, Herbert E., "Decline and Fall of the Substitute Teacher," Journal of Teacher Education, 30:27-30, March-April, 1979.

Robb developed an argument for the elimination of substitute teachers on the grounds that they have been a waste of the school district's money and of students' time. He reviewed several school district programs in which the substitute had been eliminated. Lawrence-Cedarhurst High, Long Island, found that the quality of the substitute teacher they hired was questionable, so the school began to pay its regular teachers at hourly rate and resorted to "team teaching" in lieu of hiring substitutes. Another program was used at Long Beach High School, Long Island. This school has an "open campus" policy for students in grades 7-12. The students were free to go to the library, work at "Resource Centers" or attend an "Extra Plus" program (special features) for students with free periods or without an assigned teacher. In this way the students were occupied when their regular classroom teacher was absent. Robb concluded his article with the statement that school districts throughout the country have begun to see that there has been nothing to be gained by maintaining substitute programs and so have been seeking creative alternatives.

Stashower, Gloria, "Is There a Substitute for Substitutes?" School Management, 18:24-27, April, 1974.

Syosset (New York) High School has experimented with an enrichment program, in which students and a full-time coordinator arranged and publicized a daily schedule of events to act as a replacement for substitute teachers. These events included magic shows; concerts; films; instruction in chess; bread-baking; and karate; as well as sessions with speakers such George Plimpton, Isaac Asimov, and the United States table tennis team on its return from the People's Republic of China. Begun in 1971, the outlay for the program amounted to $30,000 with another $13,000 to $14,000 allotted for regular substitutes. This resulted in an annual savings of $6,000 to $7,000, although the major emphasis was on the educational, rather than the cost, aspect. Teachers can choose regular substitutes over the enrichment program; however, substitutes must be used for teacher absences exceeding three days. Other Long Island schools have adapted the Syosset approach.

Teacher Absenteeism in New York City and the Cost-Effectiveness of Substitute Teachers, Educational Resource Information Center, ED 085 868, New York State Office of Education Performance, Albany, New York, January, 1974.

This study presented proposals for the improvement of teacher attendance, the reduction of expenditures for substitute teachers, and the development of alternatives to hiring substitute teachers. The alternatives to hiring substitute teachers presented in this report were: (1) Community resource people should be used on a pre-planned basis. One school district conducted a "Substitute Enrichment Program" in which resource personnel were used to cover classes in which the regular teacher was absent. The resource person's presentation did not need to coincide with the subject material normally taught. The school district that used this program found that in addition to reduced teaching costs of more than 12 percent, there was also provided an endless supply of cultural and educational opportunities for the students. (2) Programs should be developed to use high school students to cover elementary school classes in which regular teachers were absent. (3) Educational television should be used as an alternative method also. This report concluded that students have benefited from the creative and systematic application of educational television, but that as a valuable and extensive educational and cultural asset it was not being utilized to its potential.

"When a Teacher Becomes Ill, Who Shall Take Her Place?" Nation's Schools, 8:74, July, 1931.

This article written in 1931 recommended the use of "full-time" substitutes to reduce the educational inefficiencies of the on-call substitute system. The argument was that few schools have any close coordination of substitute services and full-time teaching services. It was suggested that the minimum permanent substituting staff be that which was required by the lowest daily absentee rate predicted for the school year. This staff, housed at the central office, could feasibly use their nonteaching time in curriculum improvement, educational research, or administrative staff work. The author stated that the plan had effective advantages such as affording knowledge of the personnel and educational resources of the district and making for tight coordination of the entire educational program.

SUMMARY

Research indicated that there were several factors that contributed to the problematic classroom climate in which many substitutes have been forced to work. Reactions and interactions of pupils, substitute teachers, regular classroom teachers and administrators have added to the problems involved in substitute teaching.

Hayes stated that students, regardless of age, have reacted with uncertainties when a substitute has entered the classroom. Younger children, because of stronger attachments to their teachers, have reacted more intensely than older pupils; however, older students have displayed behavior which exhibited evidence of an emotional reaction. Fleischer and Dahlin described such reactions as "games" students play with substitute teachers. These games and emotional reactions have contributed to the problems in a substitute teacher's classroom.

The self-perceptions and role perceptions of substitute teachers themselves have also been important factors in substitute effectiveness and have had a decided influence on the climate of the classroom. Carr stated that the little research available has indicated that the day-to-day substitutes have been the forgotten men and women of the teaching profession. Being "forgotten", some substitutes, according to Woods and Woods, have developed negative attitudes toward regular teachers whom they may envy because of their full time teaching position, professional status and legal rights. In his study Esposito found that the substitute was usually allowed no meaningful role other than "baby sitter." This forced substitutes to give either busy work, assigned by the regular teacher, or a "study

hall" in which very little in the way of serious study was accomplished. The natural results of such teaching situations has been the development of a negative student attitude toward substitutes and even a negative attude of self-worth in the substitutes themselves.

Often classroom teachers have also been the cause of some of the substitute's prcblems. An uncertain, unprepared substitute has invited trouble and without the regular classroom teacher's help substitutes have not been able to perform their duties capably or professionally. Seney, Berlinrut and Wright cited teaching situations in which there was a lack of lesson plans, seating charts and other information that was needed for the substitute to teach effectively. Further complicating the situation, Washington stated that regular teachers at times have tended to perceive the substitute teacher as an incompetent, second-best, second-rate teacher. As a result of their research, Elliott and Manlove suggested that all teacher absences were not necessary and that there was strong evidence that some teachers have abused their absence privileges. There was not always a necessity for a substitute to be in the classroom at all; the classroom teacher belonged there instead.

Porwoll and Kraft brought out that substitutes have not been fully appreciated or supported by the administration. They are generally forgotten in negotiations, in salary considerations, in staff in-service programs and in many aspects of personnel administration. Forcina concluded from his substitute teacher service study that a major problem was the misassignment of substitute teachers by the administration. Coordinating specific backgrounds and skills was often left to chance--the job went to whoever happened to be available. Being required to teach too wide a

range of subjects and grade levels has made substitutes ineffective teachers and often created a poor image in the eyes of the public, their peers, and the pupils. George brought out a further problem when he stated that the administration was often like a "silent staff" offering no support to the substitute teacher. In addition to the problems of hiring substitutes and administering a substitute teaching program, administrators have been faced with the problems of poor teacher attendance, tight budgets in regard to substitute teaching costs, and the added headache of record keeping.

These attitudes and policies were not reflected in literature regarding all students, substitutes, classroom teachers and administrators. The research gathered was for the purpose of defining a wide variety of possible reasons leading to substitute teacher problems. A review of literature has also revealed a wide variety of possible solutions to these problems.

Lale and Stevens stated that it has been advantageous to have the same substitute regularly. The students have felt more secure and the orientation barrier has been eliminated. When students have been taught or encouraged to be more self-directed, it has been of help to the substitute. Pederson described a plan which helped to make this possible.

There have been many avenues that substitutes have been able to pursue in solving their problems. Hartung believed that participation in a professional organization would make substitutes feel that they were an accepted and an integral part of the profession. Reynolds and Garfield described a workshop that aimed at improving the substitute teacher's confidence by defining their objectives, which lead to the improvement of

their self-confidence, pride and job satisfaction. Substitutes were also encouraged by Condra to seek additional help through participation in seminars, workshops, in-service programs and advice from classroom teachers. Miller and Grieder challenged substitutes to become more professional by developing micro-resource units and using an interdisciplinary approach to the subjects they were asked to teach. According to Parsons and Dillon, universities have begun to offer teacher education courses which have helped their students to understand some of the problems involved in both leaving and taking over a class.

Throughout teaching journals there were many excellent suggestions of what regular classroom teachers have done to conscientously help the substitute, beginning with the self-examination of their feelings and emotional reactions. Jentzen and Vockell suggested the use of in-service programs to acquaint the teaching staff with the potential effects of their separation from their classroom and the problems inherent in substitute teaching. The Times Educational Supplement described a method for monitoring one another's attendance, thus more responsibility for absenteeism was taken by the teachers themselves. Walker, Funk, Keller and Secor presented material to help the classroom teacher prepare for the substitute, so that substitutes could perform their duties more capably and professionally.

Improvement of the substitute's situation can only come through the building principal's commitment to making a substitute's hours more than a baby sitting or study hall chore stated Esposito. This type of attitudinal change has been needed to help solve the problems within the substitute teaching program and to help make the administration more supportive of the substitute. Barrios and Kirkland suggested the continued use of

workshops and in-service programs organized by the administration to increase communication and an understanding of the expectations of the school system. Jones believed that one person needed to be appointed to be in charge of substitute teachers and to help professionalize their job and position through planned programs. Katz investigated and described a master lesson plan designed to provide more assistance for the substitute. A prompt and efficient method of substitute assignment was described by Loomis and Sucher. It involved the use of a computer system in the Detroit Metropolitan Area. According to Myers and Ohmit, report forms have been used successfully to evaluate substitutes and to allow substitutes to evaluate school programs.

Teacher attendance policies and problems have needed to be considered by the administration also. Gendler maintained that teacher attendance has been improved by maintaining personal contact with the absent teacher, avoiding all impersonal approaches found in many mechanical methods which stress efficiency and ease of reporting absences and maintaining accurate attendance records for evaluation purposes. Manlove and Elliott suggested that money saved by a decrease in teacher absences should be returned to the teaching staff and Capitau believed the key to any effective attendance policies was the heavy support of the administration.

With increasing teacher absenteeism and reduced school budgets, administrators have investigated other alternatives to the on-call substitute teaching program. Fleming and Gartner suggested the use of upper grade students to cover classes for teachers who were absent. These students were selected and trained by a committee of teachers and observed at periodic intervals during class periods. Another low cost alternative described

in Teacher Absenteeism in New York City and the Cost-Effectiveness of Substitute Teachers was the use of professional and career persons from the community. These resource persons' presentations did not need to coincide with the subject material normally taught, but provided a supply of cultural and educational opportunities for the students. Other resources such as concerts, films, educational television or guest speakers were other alternatives described by Robb and Stashower. If library facilities or resource centers were available, another type of program was presented by Gaddy and Kelly. The classroom teacher was required to leave two emergency lesson plans. These lessons were self-contained and it took the students the full period to complete them using resources from the library or the center. Since the lessons were essentially a learning packet, the librarian or resource aide was not expected to teach. A slightly different alternative was suggested by Holdway and Bentham. They concluded from their study in Edmonton, Canada, that a body of full-time permanent substitutes was the most advantageous answer to the on-call substitute teaching problems.

CONCLUSION

It was concluded from such authors as Woods and Woods that problems have existed in the on-call substitute teaching program. Because of the incidence of teacher absence (Elliott and Manlove:269), the enormous outlay of financial resources (Teacher Absenteeism in New York City and the Cost-Effectiveness of Substitute Teachers:12), the use of ineffective substitutes (Olson:5), and the problems brought to the classroom by the students, substitutes, regular classroom teachers and administrators, it was further determined that it was necessary to seek prospective alternatives and possible solutions for the improvement of the on-call substitute teacher program.

Although research in the substitute teaching area has been scarce (Elliott:26), it was found that a thorough review of educational literature provided a wide scope and variety of prospective solutions. It was concluded from such authors as Caplan and Esposito that the administration was the key to the solutions in the substitute teaching area. Barrios and Kirkland concurred that inservice training provided by administrators increased communications, understanding of the expectations of the school system, and a knowledge of the school building and policies. Jones stressed that administrative support was needed in order for substitutes to be effective teachers. This support was evidenced through the provision of better lesson plans, the proper assignment of subjects and grade levels, and the opportunities to be evaluated and to evaluate.

It was further concluded that alternatives to the on-call substitute teaching program were also available. Robb and Strashower suggested the

use of educational television, concerts, and community resource personnel. According to Fleming and Gartner, upper-grade students have been used effectively to take over elementary classes when teachers were absent. The use of library facilities and self-contained learning packets was advocated by Gaddy and Kelly. As a result of their research study, Holdway and Bentham concluded that the use of full-time substitute teachers as a means for eliminating some of the problems inherent within the on-call substitute teacher program was advantageous.

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APPENDIX

Appendix A: Substitute Teacher's Reports

Report on Substitutes

Name _____ Building _____
Subject Area or Grade Level _____
Subject Area of Qualification _____
Substituted for _____ Dates _____
Number of Days Worked in This Assignment _____

Answer as Many Questions as Possible:

	Yes	No
1. Were lesson plans complete for the day of evaluation?	___	___
2. Was schedule Regular?___ Special?___ Interrupted?____	___	___
3. Were lesson plans followed?	___	___
4. Was substitute able to improvise as needed?	___	___
5. Was room control adequate for this group?	___	___
6. Was room left in same condition as found?	___	___
7. Was a written report for the teacher left by the substitute?	___	___
8. Did the substitute remain in the building for required period of time?	___	___
9. Were necessary records maintained?	___	___

Papers corrected ____
Class record _____
Attendance reports _____
Other (Please specify) _____

Special Comments:

_____
Principal's Signature Date

Substitute's Comments:

_____
Substitute's Signature Date
(If available)

Taken from: Kraft, Daniel W., "New Approaches to the Substitute Teacher Problem," NASSP Bulletin 64:79-86, September, 1980.

Substitute Teacher's Report

Name of Regular Teacher_____ Room No. _____ Date _____

Please fill out the following report in duplicate and leave in the office of the principal at the close of the school day.

Period	Class	Report of work done in each class

In re: Students	Good	Average	Poor
1. Rate the attitude of students toward each other	___	_____	___
2. Rate the attitude of students toward the substitute	___	_____	___
3. Rate the attitude of students toward their classwork	___	_____	___
4. Rate the behavior or students	___	_____	___
5. Rate the students' preparation of classwork	___	_____	___

	Yes	No
6. Did students sit in assigned seats?	___	___
7. Were all problems cleared with the assistant principal or dear of girls?	___	___

In re: Teachers		
1. Were the seating charts complete and up to date?	___	___
2. Were lesson plans written in the plan book and were they specific enough for you to proceed easily with classroom work?	___	___

The space below is for your comments or clarifications of the above statements or answers. We should also welcome your suggestions for improvements.

_____ _____

Dates covered by report Signature of Substitute

Taken from: Pederson, Kenneth L., "The Substitute Teacher Plan," Clearing House 35:401-403, March, 1961.

Substitute Teacher's Report

I. Material covered in group instructions.
   A. Topics discussed.
   B. Brief outline of anything special.

II. Work that was completed by students - tests, written material, reports, and the like.

III. Conduct of the classes.
   A. Positive or negative.
   B. Individual problems (Including names of students involved and actions taken.)

IV. Strengths and weaknesses of the material prepared for the substitute. How can plans be improved?

Taken from: Walker, John R., "Preparing for the Substitute Teacher," Industrial Education 67:6, March, 1978.

Appendix B: Annotated Bibliography on Substitute Teaching

Of Interest to Administrators

Esposito, Frank, "Improving the Role of Substitute Teachers," NASSP Bulletin 59:47-50, December, 1975.

Esposito described in this article a brief plan for orientation and training sessions for substitutes. Also, several topics and techniques for use during training sessions were included.

George, Winifred, "The Day the Super Subbed Incognito!" Instructor 87: 70-71, May, 1978.

After describing the experiences of an administrator who secretly substituted in a classroom outside his own school district, George concluded this article with a check list of administrative activities which should be included in a school district's substitute teaching program.

Kraft, Daniel, "New Approaches to the Substitute Teacher Problem," NASSP Bulletin 64:79-86, September, 1980.

Kraft in this article reviewed a large variety of orientation programs for substitute teachers which have been used throughout the United States.

Substitute Teachers, Resource Guide, Arizona Educational Information System, May, 1976, 20 pp.

This guide was the product of a survey conducted by the Arizona Educational System. The publication included examples of practices relating to substitute teachers as well as guidelines for in-service training programs for substitute teacher groups.

Of Interest to Classroom Teachers

Keller, Sara Ann, "Dear Teacher, While You Were Gone," Teacher 44:77, October, 1976.

In this article for regular classroom teachers Keller has included material on how to prepare a survival kit with constructive plans and other teaching aids for a substitute teacher.

Lale, Meta, "Save Your Sub's Sanity," Instructor 86:65, March, 1977.

Lale presented ways in which a regular classroom teacher should prepare for a possible absence. She included a list of items which the regular teacher could place in a zippered loose-leaf notebook designed to help the substitute teach more effectively.

Merow, Erva Loomis, "Who Will Teach Them If You Can't?" Instructor 84: 90-91, March, 1975.

Merow explained several ways that a teacher of trainable retarded children could prepare his/her classroom for a substitute teacher.

"To the Substitute's School: Subs Are Part of the Team," Instructor 84: 138, August-September, 1974.

This article described in detail ten ways for classroom teachers to help make substitute teachers more effective learning agents in the classroom.

Walker, John R., "Preparing for the Substitute Teacher," Industrial Education 67:6, March, 1978.

Walker stressed how industrial arts classrooms should be prepared for a substitute teacher. He also included an excellent report which he believed a substitute should fill-out for the classroom teacher after completing the teaching day. The report could be used in any subject area.

Weaver, Mary Rice, "Whoopee, a Sub!" Early Years 8:52-53, November, 1977.

Ten specific guidelines for classroom teachers were presented in this article. These "substituting strategies" have been helpful in introducing a substitute teacher to a new school and position.

Kirkland, Richard, "Be Kind to Your Substitute," School and Community 58:76-77, November, 1971.

Kirkland included in this article several suggestions for regular classroom teachers, which would make the substitute teacher's day more rewarding.

Of Interest to Substitute Teachers

Bess, C. E., "Substitutes," School and Community 60:31-33, November, 1973.

Bess presented several clever puzzles, stories, riddles and jokes to use as "ice breakers" when substituting on the junior and senior high level.

Brenner, John R. and Hendee, Randal J., "Fitting In (And Maybe Staying ON) As a Substitute," Teacher 97:65-67, February, 1980.

Brenner and Hendee presented a plan for securing temporary substitute teaching assignments and gave advice on how to conduct oneself as a substitute teacher in order to "land" a permanent teaching job.

Buehler, Patricia, "Friendship Lessons," Teacher 96:128-136, September, 1978.

Buehler provided songs, poems, famous quotations, activities, questionaires, and a list of story books to use in quickly establishing rapport with elementary students. This material could be used by a substitute teacher or a regular classroom teacher at the beginning of the year.

Davis, Diane, "Sub Center: Have Folders, Will Travel," Instructor 90:36, September, 1980.

In this article Davis explained in detail how substitutes could prepare a portable collection of materials for use in the classroom.

Freedman, Miriam, "New Subs" Free to Teach," NASSP Bulletin 59:95-98, May, 1975.

Freedman included in this article a number of suggested topics that a substitute could prepare as mini-lessons. The suggestions were primarily for junior and senior high school students.

Garwood, S. Gray, "Ten Ways to Prevent Classroom Chaos," Teacher 94:75, October, 1976.

Garwood listed ten suggestions that not only encouraged creative teaching on the part of the substitute but also made the job and the students easier to handle.

Haskins, Mary Glenn, Half Hour Notice, Citation Press, New York, 1974.

This is a collection of interesting information arranged in self-contained mini-lessons in nine high school subject areas. These mini-lessons were designed to require no preparation or special equipment not commonly found in a normal classroom. Each lesson was intended to take less than one hour.

Landwer, Sharon and Karrer, Annette, "Rubber Spiders and Other Surprises: A Substitute Primer," Instructor 89:90-96, November, 1979.

This collection of articles was written to provide the substitute teacher with a variety of excellent activities and tips for creating a good learning climate within the classroom.

Pavlich, Vita and Rosenast, Eleanor, Survival Kit for Substitutes, Citation Press, New York, 1974.

This sourcebook has excellent ideas and activities for substitute teachers of the elementary grades.

Seddon, Marian, "Especially for Substitute Teachers," Instructor 81:23-24, March, 1972.

Seddon suggested some techniques that the substitute teacher in the primary grades could employ to sharpen the students skills and put their imaginations to constructive use.

Swidler, Edward and others, "Substitute Portfolio," Instructor 83:100-103, October, 1973.

In this article four experienced substitute teachers explained ways in which the substitute's temporary stay could be made rewarding. Information was given on "landing a job" as a sutstitute, twenty ways to make the teaching day easier, and using behavior modification in the classroom.

Zjawin, Dorothy, "Shorts for Subs: 25 Activities for Short-Notice Subbing," Instructor 87:71-72, February, 1978.

Zjawin presented in this article twenty-five easy math and reading activities for short-notice substitutes.